### Unit Drafting Template

#### UNIT TITLE: What is the name of the unit being drafted or revised?

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**GRADE LEVEL/COURSE:**

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**TIMING: when in the year unit will occur (and what units come just before):**

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**WHO:** What specific traits or needs are some students likely to have that might require differentiation/adjustment of the unit? (You will provide a specific pre-assessment in STAGE 3)

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***Template Overview***

* **Goals should *not* be differentiated; the *means* of achieving them should be (STAGE 3), and some assessment elements might be modifiable without compromising validity (STAGE 2).**

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| **STAGE 1: Begin with the end in mind by identifying what students should come away understanding and able to do**   * + Competency(ies)   + Related Standards   + Understandings   + Essential questions   + Enabling knowledge and skills |
| **STAGE 2:** **Establish evidence of student understanding through valid (but, where apt, differentiated) work**   * + Primary performance task(s)/products   + Other assessment evidence   + Rubrics to assess competency through the primary performance task(s) |
| **STAGE 3: Create learning experiences and instruction that lead toward the desired understandings. Balance ACQUISITION, MEANING-MAKING, and TRANSFER-focused activity; promote student understanding, focus, and engagement through WHERETO:**   * + Where   + Hook   + Explore/Enable/Equip   + Rethink/Reflect   + Exhibit/Evaluate   + Tailor to individual needs/interests/abilities   + Organize for maximum engagement & depth |

* **Understanding is revealed through performance; more traditional assessments are better suited for knowledge goals.**
* **Consider ways you might differentiate the performance task(s) *– without compromising validity and fairness:* build in different roles/products/methods for students**
* **NOTE: ‘formative’ assessment (pre- and ongoing assessment for interest, readiness, and learning profile) is done in STAGE 3, as part of the plan for achieving the results. ‘Evidence’ identified in STAGE 2 is ‘summative’.**
* **Learning experiences may be differentiated or adjusted based on what you know (and later learn) about student interests, learning profile, and readiness.**

For further information, see Module B in the *UbD Guide to Creating High-Quality Units*

**STAGE 1 – Identify learning goals**

#### COMPETENCY: Students should eventually be able to *use* all they have learned, to...

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| Definition & Examples | Your Ideas | Design Tips |
| **Competence is the effective TRANSFER of a repertoire of knowledge, skill, and understanding in many different and challenging contexts.**  Examples:   * Model and solve non-routine math problems * Research and present findings on local water quality * Compare and contrast two texts on the same theme |  | **Think of competency in terms of *hard-won* complex abilities (e.g. chess, tennis, fitting in another culture, writing novels, reading Philosophy, etc.) in which one is fluent, flexible, and effective when faced with varied challenges, in realistic situations**.  A skill is not a competency; a competency involves many skills - and strategic thinking about *which* skill to use *when* (as in the game vs. the drill).  The top-level Standard in many Standards documents often identifies competencies; the sub-standards under them typically identify related skill and knowledge goals. |

For further information, see Module E in the *UbD Guide to Creating High-Quality Units*

#### STAGE 1: MEANING

#### Understandings: Students will come away understanding *that*…

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| Definition & Examples | Your Ideas | Design Tips |
| **An Understanding is a hard-won conclusion – generalizations or insights inferred by students, with teacher help, from the learning.**  Examples: Students will understand that –   * History is the story told by the winners * Writing is revision * Many of the most important scientific theories go against common sense and are easily misunderstood |  | Understandings represent the ‘moral’ of the unit ‘story’: generalizations, cast as a full-sentence thesis statement, that ties all the facts and skills together.  In most cases, these understandings will remain the same for all students even if the level of expertise or sophistication of the understanding varies due to ability or background.  Sometimes it is easier to identify the understanding sought by first recalling the common misunderstandings you encounter in teaching this topic. |

For further information, see Module F in the *UbD Guide to Creating High-Quality Units*

#### STAGE 1 - MEANING

#### Essential questions: Why…? To what extent…? Under what conditions…? When should you…? etc.

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| Definition & Examples | Your Ideas | Design Tips |
| **An Essential Question is a thought-provoking and recurring query by which we make sense of our work, our world, ourselves.**  Examples:   * Who is a true friend? * What should I do when I am stuck? * How credible is this source? * To what extent is geography destiny? * When should I calculate and when should I estimate? * How precise should I be here? * What rights do I have? * What causes war? What caused the Civil War? | f | Essential Questions are not important factual questions; they are not leading questions. The point of such questions is to keep asking them, not quickly answer them. (Put important factual questions in the Knowledge & Skill box).  EQs can be either thematic or procedural (note the first 2 examples, to the left)  Your Essential Questions are naturally related to the UNDERSTANDINGS, but not necessarily in a 1-1 relationship.  EQs can be “overarching” – very broad, related to many units; or “topical” – related just to this unit). [Look at the last pair, to the left]. Your course should contain overarching Qs to provide coherence and prioritization, to which unit Qs link. |

For further information, see Module F in the *UbD Guide to Creating High-Quality Units*

**STAGE 1 - ACQUISITION**

Knowledge & skill What facts, skills and conceptual knowledge must students possess in order to become competent?

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| Definition & Examples | Your Ideas | Design Tips |
| **Knowledge and skill are discrete content goals. The long-term goal, however, is fluent and flexible *use* of ‘content’ in performance.**  Examples:   * What is the water cycle? * Where is the Table of Contents? * What is the equation for a line? * How do you pronounce words that end in ‘ough’? * Who wrote the Federalist Papers? |  | State your Knowledge and Skill goals as questions: this will shorten the list and make clear the3 difference between Essential Questions and questions with definite answers. (See some examples, left)  You will want to study state/national standards to determine which sub-standards related to specific content that can be fully addressed by this unit. |

For further information, see Module E in the *UbD Guide to Creating High-Quality Units*

STAGE 1: Relevant Standards

Given your other Stage 1 goals, what Standards not yet identifies might be involved? Which aspects of Mission or long-term Program goals are you addressing in this unit?

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| ***Relevant Standards*** | ***Competency, framed as transfer goals*** *(from p. 5)* |
| ***Meaning Goals*** *(Essential Questions & Understandings from pp. 6-7)* |
| ***Acquisition Goals*** *(Knowledge and Skill Goals from p. 8)* |

**STAGE 2 – Determine acceptable evidence**

#### STAGE 2 Alignment – What the STAGE 1 Goals Imply for Evidence:

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| *If the Competency is (p. 5) …* | *Then we need evidence that the student can…* |
| *If the Meaning Goals (pp. 6-7) are...* | *Then we need evidence that the student can…* |
| *If the Acquisition Goals (Page 8) are…* | *Then we need evidence that the student can…* |

For further information, see Module G in the *UbD Guide to Creating High-Quality Units*

#### Overview of assessment types

Briefly describe the types of assessment you will use in this unit to ensure students have met the goals identified in STAGE 1 and the needed evidence listed on page 10.

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| TYPE OF EVIDENCE | **DESCRIPTION OF THE ASSESSMENT** | **Ways the task might be modified or have options for purposes of differentation** |
| Performance Task(s) – (at the heart of COMPETENCY, related to TRANSFER and/or MEANING goals; as authentic as possible) |  |  |
| Writing prompts (related to MEANING Goals: essential questions and understandings) |  |  |

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| **Student self-assessments** |  |  |
| **Teacher checks for understanding: Observing, probing, conferencing (using criteria/rubrics related to learning goals)** |  |  |
| **Quizzes/ tests of knowledge and skill** |  |  |
| **Other** |  |  |

For further information, see Module G in the *UbD Guide to Creating High-Quality Units*

#### STAGE 2: *GRASPS* – contextualizing the assessment task(s) & product(s) requirements

Use the GRASPS format to provide more detailed information about the performance task(s) through which you will assess students’ growing understanding.

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| ***GRASPS*** | **Ideas for each aspect of the performance task** | **Differentiation options: how can I build in the most options *without sacrificing the unit goals or performance expectations*?** |
| **Goal**   * Establish the goal, problem, challenge, or obstacle in the task scenario. | Your goal in this situation/simulation is to... | Are there students in the class who need a more sophisticated challenge: a problem that is less well-defined (fuzzy), a more complex challenge, more than one obstacle or an obstacle that is more difficult to overcome? |
| **Role**   * Define the role of the students in the task. * State the job of the students for the task. | Your role is... | Could students choose or be assigned roles that are a close match to their interests and learning profile? Do some roles require a more or less sophisticated understanding of content?  (Be sure all roles remain authentic.) |
| **Audience**   * Identify the target audience within the context of the scenario. | Your audience is... | Might the audiences vary, for students at different readiness levels? For example, advanced students could be asked to present to a more sophisticated or hostile audience; or have to use more complex tools and/or techniques with the same audience. |
| **Situation**   * Set the context of the scenario: conditions, impediments, setting, etc. * Explain the situation. | The context is...the setting is... | For more advanced students, consider making the context more complex and/or less familiar to students. Consider providing them with less prompting/scaffolding and cues. Conversely, provide weaker students with more scaffold (but have that level of support reflected in the final rubric or scoring method). |
| **Product**   * Clarify what the students will create and why they will create it (in terms of the goal of the situation). | Your work should culminate in... | Provide product options that appeal to varied student interests and learning profiles – without sacrificing the desired results, however. Thus, if your aim is to assess writing ability here, then do not vary the product. But if your aim is more general – effective communication – then, permit the kind of medium used – writing, speaking, multimedia – to vary by interest. |
| **Standards and Criteria**   * Provide students with a clear picture of success. * Identify specific standards for success. * Issue rubrics to the students. | Your work will be judged against... | Consider differentiating the rubric that you will use to evaluate student performance. For example, as noted above, have each level differ by the amount of scaffold or prompting provided by the teacher in addition to the quality of the work. If you include varied product options, be sure the rubric reflects any differences in process or expectation, particularly in terms of mechanics of production. |

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#### STAGE 2: Criteria for performance tasks and prompts (from which rubrics will be built)

**Criteria:** For each assessment, identify the criteria to be scored. Examples of Criteria: Clear, Persuasive, Accurate, Engaging, Thorough, etc.

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| **Assessment Title** | **Criterion #1** | **Criterion #2** | **Criterion #3** | **Criterion #4** |
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What should each trait be worth - given the assessment goals? Place the % weight or point value of each trait against the others, in the circle inside each **Criterion #** box

**Checklists:** For assessments that involve 2 choices e.g. yes/no, present/absent, right/wrong, etc., list the Checklist Titles:

**STAGE 3 – Determine the learning plan**

**Honor the Unit Goals:** Recall the 3 kinds of goals in a unit: **transfer**, **meaning-making** and **acquisition** of skill and knowledge.

Refer back to your STAGE 1 TMA Goals (pages 5 – 8) and your assessments in order to propose appropriate instructional activities:

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|  | **Thinking about the unit design…** | **Instructional Ideas, derived from analyzing the demands of Stages 1 & 2** | **Thinking about implentation and differentiation** |
| **T** | What events will help students practice and get feedback in **transfer** - using the learning in realistic ways? |  | **Model, try, get feedback, adjust** – some students will need only a few attempts, others will need many. How will you vary time and opportunity while keeping everyone engaged? |
| **M** | What activities will permit students to **make meaning** - help them draw inferences, make generalizations, consider implications, etc as much as possible on their own?) |  | Many students ‘naturally’ make connections and inferences; others not only have difficulty doing so but may not understand what it means to do so. How will you help the latter move beyond literal thinking - and prompt their meaning-making as needed? |
| **A** | What learning experiences will enable student acquisition of knowledge and skill? |  | Remember that some students prefer a big picture approach and others prefer a step-by-step approach. Some prefer significant direction and prompting, others do not. |

For further information, see Module H in the *UbD Guide to Creating High-Quality Units*

**STAGE 3:** Use **W.H.E.R.E.** to brainstorm ***pedagogically-sound*** instructional activities to promote the desired results.

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|  | **Thinking about the unit design…** | **Instructional Ideas, derived from analyzing the demands of Stages 1 & 2** | **Thinking about implementation and differeniation** |
| **W** | How will you ensure that all students know where they are headed in the unit, why they are headed there, and how they will be evaluated? |  | Remember that some students prefer a part-to-whole approach and others prefer a whole-to-part approach. Provide as much detail as you can about final performance demands upfront. Point out possible variation in how students will be evaluated on their work. |
| **H** | How will you hook students at the beginning of the unit? How will the work hold their interest throughout? |  | Consider student interests in setting up the motivation for the unit. Make the introduction to the unit as thought-provoking and intriguing as possible. Remember that a ‘hook’ for one student, may not work well for another. |

For further information, see Module H in the *UbD Guide to Creating High-Quality Units*

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|  | **Thinking about the unit design…** | **Instructional Ideas, derived from analyzing the demands of Stages 1 & 2** | **Thinking about implementation and differeniation** |
| **E** | What events will help students experience and explore the big ideas and questions in the unit? How will you equip them with needed skills and knowledge? |  | Are there prerequisite skills that must be taught to some students first? How will you do so without forcing students who already have the knowledge and skills to wait?  Consider student interest, learning profile, and readiness. What type of differentiation would make the most sense for this unit? For these students? |
| **R** | How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work, based on formative assessment and feedback? |  | Consider student interest, learning profile, and readiness. Also consider how students’ ability to and interest in reflective activities varies. How might you address these differences via scaffold, models, cues? |
| **E2** | How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? |  | Consider student interest, learning profile, and readiness. Be sure that exibits and reflections allow for all students to demonstrate their growth. |

For further information, see Module H in the *UbD Guide to Creating High-Quality Units*

#### STAGE 3 – Sequence:

#### Sketch out a ‘flow’ of the unit that makes the unit ‘build’ in the most interesting and effective way. Try to avoid ‘frontloading’ too much content, waiting to teach the content when it becomes more obviously needed to address questions and issues. The following elements of sequence may be useful to consider:

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| *Immersion -*Start with an Essential Question, thought-provoking experience, problem, or Anticipation Guide/survey |  |
| *Make the ‘teaching’ seem like a natural response to initial questions/experiences/ideas* |  |
| *Make students have to use their learning in realistic situations* |  |
| *Shift perspective – make students have to rethink prior learning or ‘theories’* |  |
| *Build toward synthesis and transfer:* |  |

#### STAGE 3 – Draft a flow of learning and assessment events:

#### Option 1: Calendar

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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#### Option 2: Sequential list of key events, coded by goal type (TMA) or specific goal (EQ1. K2, etc.) in Stage 1

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| LEARNING EVENTS, in order: | STAGE 1 CODE: |
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